



**CLASSICAL LUTHERAN SCHOOL ADMINISTRATOR PROFESSIONAL PERFORMANCE RUBRIC**  
Based on CCLE Marks for Classical Lutheran School Administrators

CRITERIA	Unacceptable: <i>Component implementation is sporadic.</i>	Marginal: <i>Evidences insufficient implementation of component.</i>	Competent: <i>Proficient when implementing this component.</i>	Distinguished: <i>Excels at implementing this component.</i>
----------	--	--	--	--

**THEOLOGICAL UNDERSTANDING**

1.	Personal Department	Limited evidence of Christian ethic by administrator on and off school grounds (so far as is known) in accordance with the 10 Commandments. Does not meet expected standard.	Some evidence of Christian ethic by administrator. Generally leads a godly life on and off school grounds (so far as is known) in accordance with the 10 Commandments.	Obvious evidence of Christian ethic. Leads a godly life on and off school campus (so far as is known) in accordance with 10 Commandments.	Exemplary evidence of Christian ethic and outreach to scholars. Leads a godly life on and off school grounds (so far as is known) in accordance with 10 Commandments. Exemplifies a Christ-like attitude in all encounters.
2.	Spiritual Instruction in School or Classroom	Administrator occasionally models some aspect of theological instruction in word and deed. Biblical understanding and grasp of apologetics is minimal.	Administrator sometimes models aspect of theological instruction in word and deed. Integrates some aspects of the Word of God/Biblical worldview into lessons. Grasp of apologetics is minimal.	Administrator incorporates aspects of theological instruction in word and deed. Demonstrates some understanding of Biblical worldview and how to integrate apologetic teaching.	Administrator incorporates aspects of theological instruction in word and deed. Demonstrates sound understanding of Scripture and Biblical worldview. Integrates apologetic teaching.
3.	Biblical Knowledge	Demonstrates inadequate or faulty Biblical knowledge.	Demonstrates minimally adequate Biblical knowledge.	Demonstrates solid understanding of Biblical knowledge, history, geography & integrates with academic content. Understands, explains Christ as center of scripture.	Demonstrates advanced understanding of Biblical knowledge, history, geography, integrates with academic content. Understands and explains Christ as center of scripture.
4.	Knowledge of Lutheran Doctrine	Administrator can articulate some Lutheran doctrine and/or recite some memory assignments & attends Bible Class infrequently.	Administrator can articulate some Lutheran doctrine and recite some memory assignments and attends Bible Class.	Administrator demonstrates a solid understanding of and commitment to Lutheran doctrine and practice and can recite memory assignments, attends Bible Class regularly.	Administrator demonstrates a solid knowledge and commitment to Lutheran doctrine and practice and can recite memory verses. Seeks opportunities to advance knowledge via conferences, attends Bible Class regularly.
5.	School Mission	Inadequately articulates school mission.	Articulates school mission.	Articulates school mission in word and deed.	Promotes school mission at all times in word and deed. Encourages others to do likewise.

**CLASSICAL EDUCATION PHILOSOPHY & METHODOLOGY**

6.	Classical Education Philosophy	inadequate knowledge of classical education philosophy	Displays basic knowledge of classical education philosophy	Exhibits clear knowledge of classical education philosophy; able to articulate to various audiences.	Demonstrates extensive knowledge of classical education philosophy as opposed to other philosophies; able to articulate to various audiences and to link to curricular offerings.
7.	Classical Education Methodology	Shows little understanding of classical methodology/pedagogy.	Recognizes some classical methodology at appropriate ability levels (grammar level: chanting, repetition; dialectic level: Socratic method)	Recognizes classical methodology in all subject areas. Able to articulate an understanding of the trivium & quadrivium to faculty.	Recognizes classical methodology in all subject areas. Articulates an understanding of the trivium & quadrivium to faculty. Serves as a model/mentor in classical instruction.
8.	Student & Faculty Expectations	Administrator has low or inconsistent standards for student & faculty achievement/ behavior.	Standards for student & faculty achievement/ behavior are marginal or inconsistently applied.	High standards for student & faculty achievement/behavior. Only accepts best effort of work based on content and presentation.	Consistently demonstrates exemplary standards for student & faculty achievement/behavior. Only accepts best effort of work based on content and presentation.
9.	Overview/Supervision of Classical Curriculum	Shows little understanding of classical organization of curriculum; unable to supervise development or review of classical curriculum	Minimal supervision or review of classical curricular	Gives clear and concise instruction. Checks for understanding, concludes with proper lesson summarization. Uses time wisely.	Instructions are clear and concise. Reviews lesson as it progresses, summarizes at end. Well planned time allocation and execution. Presentation is a model for all teachers.

10.	Contribution to Ethos of School	Does not support or contribute to positive classical education ethos of school through leadership, behavior, or decor	Minimal contribution to positive classical education ethos of school through behavior or decor	Strong contribution to positive classical education ethos of school; usually models characteristic behaviors to build school ethos; office reflects classical décor	Strongest promoter of school ethos; always models positive classical education ethos through leadership, behaviors; encourages & supports classical décor throughout the school and curriculum
-----	---------------------------------	---	--	---	--

### ADMINISTRATIVE RESPONSIBILITIES

11.	Student Disciplinary Approach	Student discipline poorly maintained. Routines/procedures not established or inconsistently followed. Administrator is unenthusiastic, discouraging, and/or sarcastic, etc. with students, parents, or faculty.	School disciplinary system/ atmosphere usually allows for learning. Routines/ procedures are present and usually followed. Faculty have input into disciplinary system review.	School disciplinary system/atmosphere (incl. routines and procedures) promote learning. Administrator is enthusiastic, encouraging, and supportive of teachers. Demonstrates proper application of Law & Gospel.	School disciplinary system/exemplary atmosphere stimulates learning and respect. Administrator is enthusiastic, encouraging, and supportive of both students and teachers. Demonstrates proper application of Law & Gospel in classroom and other learning environments.
12.	Chapel Department Expectations	Tolerates disruptive behavior in chapel. Fails to enforce proper teacher supervision of student participation.	Involves teachers to enforce quiet and respectful behavior/attitude in chapel.	Effectively establishes quiet, respectful behavior among students in chapel. Student participation is acceptable.	Classes are well trained in proper student behavior and active worship practice, e.g., crossing selves, kneeling at appropriate times. Teachers meet expectations for student
13.	Establishment and Supervision of Policies and Rules	Rules, regulations, and expectations inadequately posted and/or communicated. Enforcement is inconsistent and/or top-down only. Teachers, students, and parents have no opportunity to question rules or policies.	Rules, regulations, and expectations are either communicated or posted in full view. Some inconsistent enforcement. Teachers are not consulted for review or revision of policies and rules.	Rules, regulations, and expectations are clearly communicated and posted in full view. Student discipline handled calmly and consistently, following established policies in all disciplinary matters. Teachers are sometimes "in the loop" of reviewing rules and policies.	Rules and expectations are clearly communicated and posted in full view. Student discipline handled calmly and consistently, following established policies in all disciplinary matters. Teachers are informed of all pertinent board discussions affecting school rules and policies.
14.	Directions for Classical Education Lesson Plans	Lesson plans not required, collected, or reviewed. Do not require classical methodology details.	Lesson plans are required; inconsistently collected or reviewed. Do not require classical methodology details.	Lesson plans include detailed classical components. Collected and reviewed every week. Follows Board approved curriculum guides.	Lesson plans include all components (detailed classical and theological components) on established lesson plan template. Plans are collected and reviewed every week as required. Follows Board approved curriculum guides.

### SCHOOL & OFFICE APPEARANCE

15.	Symbols of Faith	Minimal evidence of Christianity displayed in school or office.	Some evidence of Christianity displayed in school and office.	Clear evidence of Christianity displayed in school or office.	Clear evidence of Christianity displayed throughout school and office to support ethos of beauty.
16.	Classical Decor	Little or no classical decor evident; contemporary décor evident in some areas.	Some classical decor is evident in examples of academic, religious, or classical thought.	Classical decor reinforces subject matter presented in classes and hallways with use of examples of academic, religious, and classical thought.	Creatively displays classical decor which reinforces subject matters throughout school and classroom areas. Only quality examples of academic, religious, and classical thought are reflected in displays.
17.	Office Presentation	Office is disorganized, cluttered, and/or dirty. Administrator work areas and desk are sloppy and disorganized. Office reflects a crowded, cluttered, and/or unprofessional appearance.	Office work areas and desk are cluttered and/or disorganized. Walls reflect a somewhat structured and supportive learning environment. Unclear when office last cleaned.	Office is uncluttered, clean, and organized. Administrator work areas and desk are neatly organized. Administrator models maintaining a neat learning environment.	Administrator's work areas and desk reflect a high level of professionalism, organization. Administrator establishes high standards for classroom maintenance and supports teachers and students to achieve attractive learning environments.

### EVIDENCE OF EFFECTIVE ADMINISTRATION

18.	Student Growth, Virtue, Love of Learning, Academic Achievement	No goals or programs for student academic growth, discussion of virtue, development of love of learning. School performs at or below average for community area private schools. Honor Roll is not verified by performance testing.	Superficial programs aim at some plan for academic growth; little grounding in virtue; limited stress to love of learning. School performance is average for community private schools. Honor Roll corresponds to performance testing.	Programs aim at student academic growth; some awareness of virtue. School performance is above average for community private schools. Honor Roll is verified by performance testing.	Comprehensive programs that integrate student academic growth, development of virtue, emphasis on developing a life-long love of learning. School performance is at the highest level compared to community private schools. Classroom scholars have achieved numerous academic awards and outside recognitions.
-----	--	---	--	--	--

19.	Managing Resources (financial, curricular, facilities, personnel)	Does not manage resources (financial, curricular, facilities, personnel) in an efficient manner; teachers and students unable to implement curriculum; board is not informed of needs in a timely manner	Manages some resource areas (financial, curricular, facilities) well enough for teachers and students to implement curriculum; board is informed of needs inconsistently	Manages all resources (financial, curricular, facilities, personnel) efficiently to implement curriculum and promote student learning; board is informed of needs as they arise	Manages all resources (financial, curricular, facilities, personnel) efficiently and effectively to implement curriculum and promote student learning; board receives regular updates on needs and status of resources
20.	Board Assigned Requirements & Responsibilities	Does not comply or address all board assigned requirements or responsibilities	Complies or addresses some but not all board assigned requirements and/or responsibilities	Complies or addresses ALL board assigned requirements and/or responsibilities	Exceeds in fulfilling ALL board assigned requirements and/or responsibilities; initiates additional tasks for the growth or improvement of the school

## PROFESSIONALISM

21.	Workplace Attitude	Cooperation with board and faculty is marginal. Attitude shows evidence of negativity and/or sarcasm. Participates in gossip. Smokes in front of others.	Cooperates with board and faculty upon request. Generally pleasant enough demeanor, avoids gossip. Does not smoke in front of others.	Good cooperation with board and faculty. Consistently positive attitude. Does not gossip. Does not smoke in front of others.	Proactive cooperation with board and faculty. Consistently models positive and encouraging demeanor and inspires others to do likewise. Thwarts gossip in all relationships. Does not smoke in front of others.
22.	General Communications	Administrator does not follow board's expectations for communicating to parents. Communications to parents are infrequent, inadequate, and/or inappropriate (Facebook, Twitter, etc.)	Usually follows board's expectations for communicating to parents. Responses to parent concerns are minimal. Mostly maintains professional boundaries when interacting with students and parents.	Administrator/parent communication is timely and adequate. Maintains professional boundaries when interacting with students and parents.	Parents are frequently informed on both positive and negative aspects of student progress or disciplinary issues. Parent concerns are handled with great sensitivity. Maintains professional boundaries when interacting with faculty, students and parents.
23.	Relationships with Faculty	Maintains civil relationships with some faculty and staff. Fraternization is limited to a select few. Addresses other faculty or staff members inappropriately (too much familiarity).	Maintains civil relationships with most faculty and staff. Fraternizes with all members of faculty, not just a select few. Often addresses staff by proper titles (Mr., Mrs., Rev.) in the presence of students and parents.	Support and cooperation characterize relationships with all colleagues. Addresses staff members by proper titles (Mr., Mrs., Rev.) in the presence of students and parents and instructs students to do likewise.	Support, cooperation, and exemplary professional demeanor characterize relationships with all colleagues. Sets an example for all staff/students. Takes initiative in assuming leadership among faculty. Addresses staff members by proper titles (Mr., Mrs., Rev.) in presence of students and parents.
24.	Relationship with Board	Attitude is less than desirable in relationships with board and pastors. Fails to respond to board communiques in a timely fashion. Does not follow established school policy.	Cooperates with board and pastors upon request. Responds to board's communiques and criticisms. Usually follows school policy in all matters as devised by school board.	Cooperates with board and pastors; is courteous at all times. Promptly responds to boards communiques and criticisms. Follows school policy in all matters as devised by school board.	Cooperates with board and pastors. Is courteous and selfless. Models and teaches respect for board members and pastor as authorities in the school. Promptly responds to board's communiques and criticisms. Follows school policy in all matters as devised by school board.
25.	Relationships with Students/Parents	Has demonstrated bias in dealing with students and parents. May show favoritism toward certain students.	Generally attempts to be fair and honest with students and parents. Avoids fraternization with most students.	Is fair to students (no favorites) and honest with parents. Is patient, encouraging, and firm. Avoids fraternization with all students.	Is fair at all times with students (no favorites) and honest with parents. Exhibits patience, consistency, firmness, encouragement, love to the student. Avoids fraternization with students.
26.	Professional Certification	Administrator does not have CCLE certificate and Lutheran Teacher Diploma. Shows minimal progress toward CCLE certification and/or Lutheran Teacher Diploma.	Administrator does not have CCLE certification and Lutheran Teacher Diploma. Has demonstrated some progress toward completing CCLE and LTD requirements.	Administrator does not have CCLE certification and LTD. Documented completing 50% or more of CCLE and LTD requirements; has submitted plans for completion.	Administrator has current CCLE certification and Lutheran Teacher Diploma. Documented enrollment in graduate level program in classical, religious, or subject matter (approved by Board) (continuing Ed. classes excluded)
27.	Extraneous Duties	Is usually present for functions specified in job description. Unreliable in extra duties. Uses school time to perform duties not delineated in job description.	Minimally present for most functions specified in job description; usually does what is required to fulfill duties. Does not often use school time to perform duties not delineated in job description.	Is present for all functions specified in job description. Takes charge, volunteers for duties. Never uses school time to perform duties not delineated in job description.	Is present for all functions specified in job description and seeks opportunities to serve. Sets a high standard for colleagues to follow. Never uses school time to perform duties not delineated in job description.
28.	Professional Appearance (School Dress Code)	Fails to consistently follow school dress (male: suits/ties or sports coats/ties; female: 3 pcs. skirts/slacks with blouse and sport jacket/vest/sweater)	Usually follows school dress code	Dresses in a professional manner at all times in accordance with school dress code	Dresses in an exemplary professional manner in accordance with school dress code and appears well kempt at all times

29.	Continuing Education - Classical, Academic, Theological	Requires faculty to attend in-service but does not attend self.	Usually attends in-service	Documented attendance at other continuing education opportunities such as conferences, classes as approved by board. Attends CCLE conferences.	Attends CCLE conferences, other classical education conferences or seminars, or enrollment in advanced courses with prior approval of board (This is in excess of CCLE certification or LTD courses). Documentation of attendance is mandatory.
-----	---	--	----------------------------	--	--